

PIRLS 2021 STUDY ASSESSMENT FRAMEWORK AND RESULTS

Aziza Amonova Saidulloyevna

3rd Grade Student of the Faculty of Primary Education of JDPU

ANNOTATION

This article highlights the fact that the PIRLS 2021 study was conducted in a different way than other studies, i.e. using digital technologies and questions based on interesting texts for students. Yesterday, the results of the PIRLS 2021 study were announced, and these results caused a lot of discussion.

Keywords: PIRLS, assesment, reading, measurement, tasks, achievement, literacy, comprehensive

INTRODUCTION

Successfully conducted in 57 countries and eight benchmarking entities, PIRLS 2021 differs from previous PIRLS assessments in several ways. First, a substantial creative effort was focused on transitioning PIRLS 2021 to an innovative digital assessment with 23 colorful and engaging texts delivered to students using a new group adaptive design. Second, PIRLS 2021 data collection occurred over two years during the unprecedented COVID-19 pandemic. While ensuring a solid basis for trend comparisons over time, PIRLS continuously evolves with each cycle by capitalizing on advances in technology and measurement methodology to improve the assessments. Simultaneously, PIRLS pioneers new approaches to reading assessment as the internet's ever-increasing pace of information growth constantly changes the nature of reading comprehension to encompass new online reading literacy skills. PIRLS 2021 incorporated two major advances in international reading assessment at the fourth grade:

- Transitioned to digital assessment
- Implemented a group adaptive design

LITERATURE AND METHODOLOGY

Although collecting data in schools faced many disruptions, most countries met the standards for high-quality data collection. This tremendous effort resulted in PIRLS 2021 providing the only internationally comparative fourth grade achievement results collected during the pandemic. PIRLS 2021 assessed reading comprehension in accordance with the PIRLS 2021 Reading Assessment Framework. The PIRLS reading assessment framework has been updated with each cycle to keep reading research and education developments at the forefront through reviews by the PIRLS Reading Development Group (RDG) and the National Research Coordinators (NRCs). This maintains PIRLS' relevance and importance for teaching practice and policy. However, PIRLS is a trend study and the framework's underlying organization has remained consistent across cycles. The framework is organized around two overarching purposes for reading: reading for literary experience and reading to acquire and use information. The framework also includes four cross-cutting reading comprehension processes: focus on and retrieve explicitly stated information, make straightforward inferences, interpret and integrate ideas and information, and evaluate and critique content and textual elements.

The PIRLS 2021 Reading Assessment Framework provides information that emphasizes the growing importance of ePIRLS, the world leading assessment of online reading that was successfully launched in 14 countries in 2016 (ePIRLS 2016 International Results in Online Informational Reading). In the ePIRLS tasks, a teacher avatar guides the students through several simulated multi-modal websites with multiple texts and interactive features to complete school-like assignments about social studies or science topics. Implementing the Group Adaptive Design in PIRLS 2021

The PIRLS 2021 group adaptive design provides better measurement through better alignment across countries between the assessment difficulty and the students' levels of reading achievement. The group adaptive design is based on texts and items of three levels of difficulty—difficult, medium, and easy—that are combined into booklets of two difficulty levels. The more difficult booklets include difficult and medium texts and items, and the less difficult booklets include easy and medium texts and items. All booklets are administered in each country, but countries whose students have higher reading achievement on average may give the more difficult booklets to a higher percentage of students (70%), and countries whose students have lower average reading achievement may give a higher percentage of their students the less difficult. Transitioning to the PIRLS 2021 group adaptive design from PIRLS 2016 was a great success because trend blocks could be categorized as easy, medium, or difficult blocks based on data from 2016. The PIRLS 2016 design linked PIRLS blocks of passages and items with less difficult PIRLS Literacy blocks through blocks common to both assessments. For 2021, PIRLS Literacy blocks contributed content at the “easy” level, the blocks common to both PIRLS and PIRLS Literacy contributed content at the “medium” level, and the PIRLS blocks contributed content at the “difficult” level. Including the newly developed blocks for 2021, the group adaptive design in PIRLS 2021 led to a lower item non-response rate and more precise achievement estimates than the non-adaptive design in PIRLS 2016 (see Chapter 9 in Methods and Procedures: PIRLS 2021 Technical Report). Providing comprehensive coverage of the PIRLS 2021 Reading Assessment Framework and implementing the group adaptive design resulted in the most comprehensive and complex international reading assessment to date, consisting of 18 text and item sets as well as 5 ePIRLS tasks. Research shows that the PIRLS 2021 group adaptive design for the 18 text and item sets, where 9 text and item sets assessed the literary reading purpose, and 9 text and item sets assessed the informational reading purpose. In accordance with the group adaptive design, within the 9 text and item sets for each purpose, 3 text and item sets were difficult, 3 were medium, and 3 were easy.

DISCUSSION AND RESULTS

Reading achievement results are included in PIRLS 2021 International Results in Reading for all 57 countries and 8 benchmarking entities that participated in PIRLS 2021. Concerns about the comparability of the data resulting from COVID-19 school disruptions and delayed testing complicated reporting the PIRLS 2021 results. PIRLS and TIMSS have built a reputation for reporting high quality data, but not all data collected meet the expected guidelines. In such cases, PIRLS and TIMSS use annotations to identify results based on data that for some reason fell short of meeting the expected guidelines. The goal is to be clear about issues while still reporting countries' data. See discussion “Impacts of Modifying the Assessment Schedule on

Students' Achievement" in Countries' Reading Achievement. The achievement results for all countries that assessed fourth grade students at the end of the school year are presented according to average achievement in reasearch , with the countries that assessed the fourth grade students one year later annotated.It is followed which has guidelines for determining significant differences in average reading achievement between the countries. It includes all the countries presented according to average achievement, with the delayed assessment countries that assessed the fourth grade cohort at the beginning of the fifth grade highlighted in pink.

REFERENCES

1. Ina V.S. Mullis va Michael O.Martin, PIRLS 2021 study coverage area_ Toshkent-2021
2. Organisation for Economic Cooperation and Development. (1995). Literacy, economy and society: Results of the first International Adult Literacy Survey. Paris, France: Author.
- 3 Organisation for Economic Cooperation and Development, with Statistics Canada. (2005). Learning a living: First results of the adult literacy and life skills survey. Paris, France and Ottawa, Canada: Author/Statistics Canada.
- 4 Wineburg, S., McGrew, S., Breakstone, J., & Ortega, T. (2016). Evaluating information: The cornerstone of civic online reasoning. Stanford, CA: Stanford University. Retrieved from <http://purl.stanford.edu/fv751yt5934>
5. Coulombe, S., Tremblay, J.-F., & Marchand, S. (2004). Literacy scores, human capital and growth across fourteen OECD countries. Ottawa, Canada: Statistics Canada.
- 6 Smith, M.C., Mikulecky, L. Kibby, M.W., & Dreher, M.J. (2000). What will be the demands of literacy in the workplace in the next millennium? Reading Research Quarterly, 35(3), 378–383.
- 7 Mullis, I.V.S., Martin, M.O., Goh, S., & Prendergast, C. (Eds.). (2017). PIRLS 2016 encyclopedia: Education policy and curriculum in reading. Retrieved from <http://timssandpirls.bc.edu/pirls2016/encyclopedia/>
- 8 Elley, W.B. (1992). How in the world do students read? IEA study of reading literacy. The Hague, Netherlands: International Association for the Evaluation of Educational Achievement (IEA).
9. Countries' Reading achievement PIRLS 2021 international results reading.